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AUTHOR Curtis, Dan B.; And Others
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ABSTRACT

Focusing on publications that have addressed Total Quality Management at the university level, this annotated bibliogrpahy contains 42 citations. The citations date from 1979 to 1992, with the greatest number in the late 80s and the 90s. Both journal articles and books are included. (NKA)

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TOTAL QUALITY MANAGEMENT

An Annotated Bibliography

by

Dan B. Curtis, Ph.D., Central Missouri State University
Deems M. Brooks, Ph.D., Central Missouri State University
Joseph M. Mazza, Ph.D., Central Missouri State University
Jerry L. Winsor, Ph.D., Central Missouri State University

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Designed for those interested in recent publications that have addressed an application of TQM at the university level. Several of the citations relate to educational assessment. Generally, selected resources have been annotated from the 1980's to the present.

ARTICLES

Austin, N. (1991, September) Dr. Deming and the `Q' factor. Working Woman, 16, 31-34.

Asks whether quality merely is the latest buzzword. It briefly looks at quality gurus, but focuses on Deming. The author examines quality in the United States and the Quality-Credibility Gap that exists between the employers and employees.

Coate, L.E. (1991, Fall). Implementing TQM in a university setting. New Directions for Institutional Research, 71, 27-38.

Coate examines the nine phases used by Oregon State University in their successful implementation of TQM.
The mistakes made are noted, as well as changes in the program, behaviors, and attitudes. The author concludes with six principles which were crucial in the adoption processes.

Ewell, P.T. (1991, Fall). Assessment and TQM: In search of convergence. New Directions for Institutional Research, 71, 39-52.

The author examines the relationship between TQM and assessment while presenting different types of assessments that have been used and their problems.

Ferrell, K. (1992, June) Some direction for our schools: Our politican's educational priorities are out of touch with students needs. Omni, 14, 8.

An examination of political usage of education in campaigns is presented as well as how the purpose of education has been forgotten. Ferrell

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mentions old values toward literacy and writing, admitting the faults of the old, but emphasizes how priorities should revert back to when education was to improve society and culture, not the economy.

Geber, B. (1992, August). Can TQM cure health care? Training Magazine, 25-34.

Author provides exploration and evaluation of health care facilities across the nation that have implemented some form of TQM. He concludes with evidence supporting a positive advantage to use of TQM.

Higgins, R. C. , Jenkins, D. F., & Lewis, R. P. (1991, January/February) Total Quality Management in the classroom: Listen to your customer. Engineering Education, 81, 12-14.

Students, the faculty, and the graduates of a specific course present their ideas on the topic of quality instruction. A list of what authors' feel are the top ten characteristics of quality are included. (ERIC # EJ4276780)

Impoco, J. (1988, November 28) Mavericks can win, too. U.S. News & World Report., 105, 56.

Reaction to the Deming Prize (one of Japan's most prestigious awards) and how some companies have formed other ways to reach top quality without the sacrifice of flexibility required by the award.

Kaufman, R. (1991, December) Toward total quality 'PLUS'. Training (Minnesota), 28, No. 12, 50-54.

TQM is discussed in terms of how it helps define objectives, develop criteria for measuring accomplishments, and identify what has to be done to get an organization from where it is to where it wants to be. The article also examines the characteristics of good TQM assessment. (ERIC #EJ435370)

Keller, G. (1992, May/June) Increasing quality on campus: What should colleges do about TQM mania? Change, 24, 48 -51.

The author briefly explains the increase in the TQM movement and critiques On Quality: Causing Quality in Higher Education by Daniel Seymour. The faults of the TQM movement are examined and several questions are raised, such as: 1. What is its actual usage at Universities since their product is not the same as industries; and 2. The origins of TQM and the three main gurus of the movement are examined.

Kraar, L. (1991, Spring/Summer Special Issue) The American who taught quality to Japan comes home. Fortune, 123, 36.

A brief biography of Deming is provided. His values and how they were applied in Japan causing America to take notice are noted.

Leffel, L.G., Robinson, J.F., Harshberger, R.F., Krallman, J.D., & Frary, R.B. (1991, Fall). Assessing the leadership culture at Virginia Tech. New Directions for Institutional Research, 71, 63-72.

The adoption of TQM at this institution involved the recognition that there was a lack of education in the art of leadership. Focus is on leadership skills to promote the change process required to provide quality. Based on Gardner's (1990) Nine Tasks of Leadership.

Lewis, R. (1991, January/February). Creative teaching and learning in a statistics class. Engineering Education, 81, 15-18.

Lewis examines Talk Aloud Pair Problem-Solving (TAPPS) as a method of improving the quality of education in the classroom. He uses a Pretest-Posttest Control Group Design utilizing two sections of a statistic class at Louisiana Tech University.

Linden, D.W. (1991, May 27) Pay is not a motivator. Forbes, 147, 212.

Linden points out Deming's views, but deals mainly with pay incentives as being the detrimental factor to U.S. companies. Recognizes differences between the U.S and Japanese cultures and suggests the need to examine finding a middle of the road attitude towards achieving quality.

Marchese, T.J., (1992, May/June) Getting a handle on TQM. Change, 24, 4.

This is an editorial pointing out that TQM is the management rage of the 1990s. Author takes the stand that the movement is welcomed and needed in higher education.

Marchese, T.J. (1991, November) TQM reaches the academy. American Association of Higher Education Bulletin, 44, No.3, 3-9.

Marchese takes a look at how the twelve principles of TQM worked in Japan and then compares how TQM will work in America's Universities. Recognition of the need for and the importance of TQM from all perspectives is examined. Includes items of interest, such as: 1). The student as a customer, 2). Administrator running institution like a business; and, 3). The faculty caught in the middle of language and philosophical barriers. It attempts to dismiss the idea of TQM as a fad, and provides examples of TQM strategies at a variety of educational institutions. (ERIC #ED340271)

McMillen, L. (1991, February 6) To boost quality and cut costs, Oregon State University adopts a customer-oriented approach to campus services. Chronicle of Higher Education, 37, No. 21, 27-28.

After recognizing problems at their University, attempts to correct the problem which lead to examining and adopting TQM. The author points out how the institution was able to resolve problems, reduce costs, and most importantly, improve the quality. McMillen also explains how administrators see it as feasible to adopt TQM in all areas of the University.

Moreau, D. (1989, September) Change Agent: W.E. Deming is the American who taught the Japanese how to compete. Changing Times, 43, 132.

Explores Deming's busy schedule and his impatience towards those that do not rapidly absorb his ideals. Examines the history of how Deming got to the point that he is now and his acceptability. The article sums the Deming movement by stating "He awakened this company to the importance of having a quality philosophy."

Parshall, G. (1991, April 22) The man who gave Japan business. U.S. News & World Report, 110, 65.

This is a brief biography of Deming. Parchall explains how Deming pulled Japan out of ruin after World War II.

Schargel, F.P. (1991, November/December) Promoting quality in education: schools can use TQM concepts to boost student performance. Vocational-Education Journal, 66, No. 8, 34-35+,77.

This writer takes the stand that schools must establish the same quality standards and techniques used by businesses to achieve TQM. He explores how TQM can help public education respond to the challenges typical of inner-city schools. These problems include aging faculty, poor reading and math skills, lack of motivation, low self-esteem, and a history of failure. (ERIC#EJ434016)

Seymour, D.T. (1991, November) TQM on campus: What the pioneers are finding. American Association of Higher Education Bulletin, 44, No. 3, 10-13+,18.

Seymour reports survey findings from a comprehensive, critical assessment of quality management initiatives at 22 pioneering colleges and universities. Key benefits and major frustrations and problems are addressed. (ERIC#ED340270)

Sherr, L.A. & Lozier, G.G. (1991, Fall) TQM in higher education. New Directions for Institutional Research, 18, No. 3, 3-11.

Authors explain how well TQM will meet the needs of higher education. Utimately the authors point out how the two work well together.

Teeter, D.J. & Lozier, G.G. (1991, Fall). Should institutional researchers and planners adopt TQM? New Directions for Institutional Research, 71, 73-79.

Authors point out the basic steps of TQM in an institutional and public sector organization.

Torbert, R.T. (1992, December) The true challenge of generating continual quality improvement Journal of Management Inquiry, 1, No. 4, 331-336.

Continual quality improvement (CQI) or total quality management (TQM) is the panacea in American management today. The author argues that CQI/TQM will be a flash in the pan unless executives realize the

challenge is more than generating continuous improvement in outcomes. Rather, Torbert argues that "continual, transformational improvement in managerial actions" is the key to lasting impact.

Van Den Haag, E. (1992, August 3) Why do American kids learn so little? National Review, 44, 34-35. The author compares European and Japanese education to that of the United States in areas like value, costs per pupil, and overall attitude. Author makes suggestions for improving U.S. education by shifting youth's attitudes towards learning and creating competition between schools within their state.

Winters, R.S. (1991, Fall). Overcoming barriers to TQM in colleges and universities. New Directions for Institutional Research, 71, 53-62.

Winters bases the article on Deming's (1986) list of fourteen principles. Three categories: Philosophy and Mission, Organization Environment, and The Process are examined. The focus is on the different perceptions between the administrators and faculty. Author suggests ideas to mend these conflicts and allow TQM to work.

Books

Aguayo, R. (1990). The American who taught the Japanese about quality. New York: Simon & Schuster.

Aguayo explores quality control and its history within the United States. He emphasizes that in a well-managed system with quality products, everybody wins. This seven-year writing project explains how Deming's ideas are in direct opposition to most teachings in busiiness schools as well as the views of management consultants and business writers.

Alverno College Faculty. (1985). Assessment at Alverno college. (rev. ed.). Milwaukee: Alverno College.

This book defines assessment and explains why educators do assessment. It briefly looks at the general abilities which are derived from a successful liberal education as the goal. Alverno's approach is to help studentz learn "how to seek out, integrate, and use knowledge." Thus, students learn by becoming involved in assessing their own workk through "multidimensional" assessment strategies. The authors also give examples from instructors teaching courses such as English and art.

Berry, T. (1991). Managing the total quality transformation. New York: McGraw-Hill.

Berry explores quality of product, quality circles, and gives an overview of TQM. A reference index is included.

Crosby, P. (1979). Quality is free. New York: McGraw-Hill Book Company.

The book stresses the art of making quality certain. All the ways, means, and concepts, according to Crosby, for making quality certain are laid out in the book.

Gabor, A. (1990). The man who discovered quality: How W. E. Deming brought the quality revolution to America - The stories of Ford, Xerox, and GM. New York: Random House.

Gabor looks at Deming's life and his movement. Case studies (Ford, Xerox, GM and other companies) are used to demonstrate TQM's effectiveness.

Gitlow, H. and Gitlow, S. J. (1987). The Deming guide to quality & competitive position. Englewood Cliff, New Jersey: Prentice Hall.

Authors examines TQM from 1900 to 1987 and the contributions made to management. A chapter is devoted to a discussion of each of Deming 's points. Chapter 15 explores working toward cooperative labor-management relations and Chapter 16 focuses on selecting the right statistician. The foreword is written by Dr. Deming.

Glasser, W. (1986). Control theory in the classroom. New York: Perennial Library.

Concepts on motivation, the learning-team model and the teacher as a modern manager all are compatible with TQM. This book deals with the shortcomings of traditional schooling and offers suggestions of what needs to be done about it. The author gives a convincing rationale for the use of learning teams in schools to retain the interest, excitement and commitment of the students. Students can be put in small work teams. Through such arrangements, students know that knowledge contributes to power, friendship, and fun.

Glasser, W. (1992). The quality school: Managing students without coercion. 2nd Ed. New York: Harper Perennial.

Influenced by Deming's ideas on TQM, Glasser writes this book primarily for education practitioners who are in the field of teacher training. The author proposes that teachers stop setting minimal goals such as managing the students' behavioral problems in the classroom and curbing dropouts. Rather, teachers should teach to meet the needs of their students through effective teaching. In doing so, the problem in discipline will be solved and the students will find satisfaction in doing well in school.

Glasser, W. (1992). The quality school teacher. Canoga Park; CA: The Institute for Reality Therapy.

Glasser quotes from Deming in the preface and says that "his ideas apply as much to schools as to business." Glasser's purpose is to prepare teachers and administrators to understand how to make the shift from boss-managing to lead-managing. One key to this shift is understanding the six

conditions of quality school work. Also, the emphasis is upon learning useful skills rather than upon simply learning information and upon the value of concurrent evaluation by both teacher and student.

Hunt, V.D. (1992). Quality in America: How to implement a competitive quality program. Homewood, Illinois: Business One Irwin.

Hunt provides an extensive look at total quality management in the United States. Includes reference index.

Jablonski, J. (1992). Implementing TQM: Competing in the nineties through total quality management. Second Edition. San Deigo, California: Phiffer and Company.

The author describes what we need to know about TQM and illustrates a phase-by-phase implemention process. The Five-Phase Approach he advocates is unique. The book is valuable as an implementation guide and is written for top executives serious about implementing Total Quality Management.

Lawler, E. (1992). Employee involvement and TQM: Practices and results in fortune 1000 companies. San Francisco, California: Jossey-Bass.

The author examines industrial management in the United States, employee participation, and the acceptance of TQM.

Mann, N. (1987). The keys to excellence. Tokyo: Diamond Publishing.

Mann tells the story of W.E.Demings and his philosophy which has made him famous. Examines the logic and the historical development of TQM. Several campuses that have made the philosophy a way of life are also reviewed.

Steeples, M. (1992). The corporate guide to the Malcolm Baldridge National Quality Award: Proven strategies for building quality into your organization. Milwaukee, Wisconsin: ASQC Quality Press.

Book includes a bibliography of references and indexes. Examines Japan's criteria to receive its nation's most respected award. The author also points out steps for the implementation of a program to achieve quality.

Walton, M. (1986). The Deming management method. New York: The Putnam Publishing Group.

An in-depth look at the teachings of Deming is provided. Detailed descriptions of his fourteen points as well as the obstacles that face implementation are included.

Walton, M. (1992). Deming Management at Work. New York: The Putnam Publishing Group.

Deming and his mission are reviewed in chapter one. Much of the rest of the book reviews the challenges faced by Florida Power and Light, Hospital Corporation of America, Tri-Cities Tennessee, the U.S. Navy and

Bridgetown (USA) Incorporated and how organizational change yielded quality.

Special Resources

M. Caroselli. (1992). Quality Driven Designs: 36 activities to reinforce TQM concepts. San Deigo, California: Pfiffer and Company.

The thirty-six activities in the loose-leaf book can be used to "break the ice" in introducing participants to the concepts of quality and total quality management. They are useful exercises for trainers to combine fun and learning and have been tested by a TQM devotee. References and additional readings are supplied.